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| **Unit Title: A Season for Chapters**  **Grade 2/Quarter 3/Unit 5** | | | | | | | | | |
| **Conceptual Lens:**  **In this unit, students read chapter books by Cynthia Rylant, informational texts, and poetry--all related to the four seasons.**  **Author: commoncore.org/adapted by Randolph County Schools**  **Unit Overview:**  **Focusing on the beauty of language in poetry and a well-written fictional story, students learn poetry terms and the beginnings and endings of stories. In preparation for writing informational text, students complete a research project on a seasonal activity from a contrasting region of the U.S., such as snow skiing or sailing. Enjoying the music of Vivaldi’s *Four Seasons*, students write seasonal poetry. Students review the roles of authors and illustrators. They also read about specific authors/poets. This unit could become a weather unit or a solar system unit by adding topic-specific titles to the informational texts.**   |  |  |  | | --- | --- | --- | | **Stage 1 - Learning Goals for the Unit** | | | | **Reading** | **Writing/Language** | **Additional Literacy** | | Students will be able to summarize a poem or story based on the structure.  Students will be able to identify the main focus of a poem or story.  Students will be able to identify and explain how nonfiction text features contribute and clarify a text.  Students will be able to read texts independently and fluently in both literary and informative genres, on grade level to enable comprehension with scaffolding as needed. | Students will be able to write an informative/explanatory text, where they will introduce a topic and use facts and definitions to develop points and provide a concluding statement or section.  Students will be able to focus on a topic and revise and edit with support.  Students will use a variety of digital tools to produce and publish writing, including collaboration with peers under supervision.  Students will be able to participate in shared research and writing projects. | Students will be able to retell and describe key ideas or details from a read aloud text or information presented orally or through a different media source.  **Science**  Students will be able to summarize how energy from the sun produces a source of light and warms the land, water and air.  Students will be able to summarize weather conditions using qualitative and quantitative measures, using different tools to describe temperature, wind direction, wind speed and precipitation and record the changes over time.  Students will be able to compare weather patterns over time and relate the patterns to time of day and time of year (seasonal changes). |  |  | | --- | | **Stage 2 - Assessment** | | **Performance Task and Scoring Rubric**  **G.R.A.S.P.S**  **Please note: This performance task is to be completed at the end of the third quarter – Week 5!**   |  | | --- | | **Performance Task: Option: Choose one performance task from Unit 4 or 5 to complete.**  **Students will work in groups to create explanatory and informative based projects (posters, essays, Power Points, Prezi, etc.) based on weather related topics such as tornados and so on. Students will then create a poem based on their explanatory research project. After examining various types of poetry, students will chose one style to complete their poem on.** | | **Rubric for \_Poem on Weather Topic\_\_**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CRITERIA** | **EXCELLENT (4 PTS.)** | **PROFICIENT (3 PTS.)** | **ADEQUATE (2 PTS.)** | **LIMITED (1 PT.)** | | **Structure of poem** | All elements of the selected type of poetry are addressed. | Most elements of the selected type of poetry are addressed. | Some elements of the selected type of poetry are addressed. | None of the elements of the selected type of poem are addressed. | | **Conventions** | All thoughts are addressed in complete sentences, beginning with a capital letter and ending with appropriate punctuation. | There are no more than 3 errors in sentence formation, capitalization and punctuation. | There are no more than 5 errors in sentence formation, capitalization, and punctuation. | There are 6 or more errors in sentence formation, capitalization, and punctuation. | | **Science Content** | Science content in poem is clear and includes elaboration. | Science content in poem demonstrates basic understanding. | Science content in poem demonstrates some confusion. | Science content in poem is not addressed. | | **Total** |  |  |  |  | | |   **Stage 3 – Learning Experiences** | | | | | | | | | |
| **Unit Progression** | | | | | | | | | |
|  | | **Week 1** | **Week 2** | | | | **Week 3** | | **Week 4** |
| **Big Ideas** | | **Summarize the main focus with key ideas and details.**  **Determine importance of details.**  **Identify and describe the structure of a story.**  **Read and comprehend literature and informational text within the 2-3 text complexity band with scaffolding as needed.**  **Students will describe how words and phrases supply rhythm and meaning in a story or poem.**  **Science: using tools to measure temperature, collect observations about weather patterns; summarize how sun provides energy for earth.** | **Summarize the main focus with key ideas and details.**  **Determine importance of details.**  **Identify and describe the structure of a story.**  **Students will work in groups to create research based projects.**  **Read and comprehend literature and informational text within the 2-3 text complexity band with scaffolding as needed.**  **Students will describe how words and phrases supply rhythm and meaning in a story or poem.**  **Science: using tools to measure wind direction, collect observations about weather patterns, compare patterns over time and seasons.** | | | | **Summarize the main focus with key ideas and details.**  **Determine importance of details.**  **Identify and describe the structure of a story.**  **Students will work in groups to create research based projects.**  **Read and comprehend literature and informational text within the 2-3 text complexity band with scaffolding as needed.**  **Students will describe how words and phrases supply rhythm and meaning in a story or poem.**  **Science: using tools to measure wind speed, collect observations about weather patterns, compare patterns over time and seasons.** | | **Summarize the main focus with key ideas and details.**  **Determine importance of details.**  **Identify and describe the structure of a story.**  **Students will work in groups to create research based projects.**  **Read and comprehend literature and informational text within the 2-3 text complexity band with scaffolding as needed.**  **Students will describe how words and phrases supply rhythm and meaning in a story or poem.**  **Science: using tools to measure precipitation, collect observations about weather patterns, compare patterns over time and seasons.** |
| **Suggested read alouds to incorporate in classroom discussions and lessons:**  **Fiction**  **“Red Leaf, Yellow Leaf” by Lois Ehlert**  **“The Mitten” by Jan Brett**  **“Snow” by Uri Shulevitz** | | | | | | **Non –Fiction**  **“Wild Weather: Tornado” by Catherine Chambers**  **“Tornadoes” by Matt Doeden and “Do tornadoes really twist?” by Melvin Berger on eFollett**  **“Measuring the Weather” by Marc Brodfuehrer on Follet Shelf e-book collection.**  **“Snowflake Bentley” by Jacqueline Briggs Martin and Mary Azarian** | | | |
| **WEEK 1** | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **Book 6: Summarize and Synthesize, Lesson 19 “Summarize Information”**   * **Use “Cloudy with a Chance of Meatballs” and determine useful and important information to the text.**   **Book 6:Summarize and Synthesize, Lesson 20 “Get the Big Ideas”**   * **“Summer Song” by John Ciardi** | | | **Standards**  **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.  **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song. | | | | **“I Can” Statements**  **I can summarize a text.**  **I can identify the main idea of a text.**  **I can identify the most important details.**  **I can closely read complex grade level texts.**  **I can reread a text to find more information or clarify ideas.**  **I can use reading strategies to help me understand difficult and complex texts.** | |
| **Essential Questions**  **Why does it matter? What makes a story a great story?**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** | |
| **Jan Richardson Strategies**  **In fiction literature, use S-W-B-S (pg. 221), VIP (Very Important Part) pg. 215 and Five Finger Retell (pg. 164).**  **In informational texts, use key words/summary (pg. 222).** | | | **Standards**  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.  **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | | | | **“I Can” Statements**  **I can retell the text using the five finger retell or SWBS.**  **I can closely read complex grade level texts.**  **I can reread a text to find more information or clarify ideas.**  **I can use reading strategies to help me understand difficult and complex texts.** | |
| **Essential Questions**  **Why does it matter? What makes a story a great story?**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** | |
| **Other Whole Group Reading Learning Experiences**  **Read aloud “The Mitten” by Jan Brett and discuss story structure (beginning, middle, end and scaffold sequencing)** | | | **Standards**  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text. | | | | **“I Can” Statements**  **I can summarize a text.**  **I can identify the main idea of a text.**  **I can identify the most important details.** | |
| **Essential Questions**  **Why does it matter? What makes a story a great story?**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** | |
| **Writer’s Workshop** | **Resource:**  **Weather Activity Theme – Weather Songs, Poems and Finger Plays** [**www.childfun.com**](http://www.childfun.com)  **Collection of 20 weather themed poems.**  **Students will immersed with information weather related poems, paying attention to repeated lines and alliteration and rhymes.**  **Poetry: Powerful Thoughts in Tiny Packages (16 sessions)**  **Second Grade Poetry Unit** [**http://www.monroe.k12.mi.us/files/5768/Microsoft%20Word%20-%20Poetry%20Unit%20-%202.pdf**](http://www.monroe.k12.mi.us/files/5768/Microsoft%20Word%20-%20Poetry%20Unit%20-%202.pdf) | | | **Standards**  **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song. | | | | **“I Can” Statements**  **I can identify words and phrases that create a beat in a poem or song.**  **I can identify the words and phrases that create alliteration.**  **I can describe how words and phrases create rhythm and meaning.**  **I can closely read complex grade level texts.**  **I can reread a text to find more information or clarify ideas.**  **I can use reading strategies to help me understand difficult and complex texts.** | |
| **Essential Questions**  **Why does it matter?**  **What makes a great story?**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **Weather Smart: Weather and Seasons video (15 minutes)** [**www.weatherthings.com**](http://www.weatherthings.com) **(Introduction to temperature and seasonal changes).**  **Study Jams: In Science category for Weather and Climate: Weather and Climate**  **Brain Pop video on Temperature:** [**www.brainpop.com**](http://www.brainpop.com) | | | **Standards**  **2.E.1: Understand patterns of weather and factors that affect weather.** | | | | **“I Can” Statements**  **I can identify how weather changes the temperature around us.** | |
| **Essential Questions**  **How is temperature affected by weather conditions?** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | **Tier Three ELA Words**  Structure, introduce, character, setting, action, alliteration | | | | | |
| **WEEK 2** | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **Book 6: Summarize and Synthesize, Lesson 21 “Explore and Investigate”**   * **Use “Wild Weather: Tornado” by Catherine Chambers (previously used in Book 3, Lesson 11)**   **Book 6: Summarize and Synthesize, Lesson 22 “Share Your Learning”**   * **Students will work in groups to create explanatory and informative based projects (posters, essays, Power Points, Prezi, etc.) based on weather related topics such as tornados and so on.** | | | **Standards**  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.  **W.2.7:** Participate in shared research and writing projects.  **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | | | | **“I Can” Statements**  **I can determine the topic or main idea of a text.**  **I can explain the focus of each paragraph in a text.**  **I can research a topic with others.**  **I can work with others to write a research topic.** | |
| **Essential Questions**  **What do good readers do?**  **Am I clear about what I just read?**  **How do I know?**  **What do good researchers do?** | |
| **Jan Richardson Strategies**  **In fiction literature, use S-W-B-S (pg. 221), VIP (Very Important Part) pg. 215 and Five Finger Retell (pg. 164).**  **In informational texts, use key words/summary (pg. 222).** | | | **Standards**  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.  **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | | | | **“I Can” Statements**  **I can retell the text using the five finger retell or SWBS.**  **I can closely read complex grade level texts.**  **I can reread a text to find more information or clarify ideas.**  **I can use reading strategies to help me understand difficult and complex texts** | |
| **Essential Questions**  **Why does it matter? What makes a story a great story?**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** | |
| **Other Whole Group Reading Learning Experiences**  **“Explorations in Nonfiction Writing” by Tony Stead and Linda Hoyt; Session 2: Introduction to the R.A.N. chart**  **Randolph County Follett Shelf e-books collection: nonfiction texts “Tornadoes” by Matt Doeden and “Do tornadoes really twist?” by Melvin Berger** | | | **Standards**  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.  **W.2.7:** Participate in shared research and writing projects.  **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | | | | **“I Can” Statements**  **What do good readers do?**  **Am I clear about what I just read?**  **How do I know?**  **What do good researchers do?** | |
| **Essential Questions**  **What do good readers do?**  **Am I clear about what I just read?**  **How do I know?**  **What do good researchers do?** | |
| **Writer’s Workshop** | **Resource:**  **Poetry: Powerful Thoughts in Tiny Packages (16 sessions)**  **Second Grade Poetry Unit** [**http://www.monroe.k12.mi.us/files/5768/Microsoft%20Word%20-%20Poetry%20Unit%20-%202.pdf**](http://www.monroe.k12.mi.us/files/5768/Microsoft%20Word%20-%20Poetry%20Unit%20-%202.pdf) | | | **Standards**  **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song. | | | | **“I Can” Statements**  **I can identify words and phrases that create a beat in a poem or song.**  **I can identify the words and phrases that create alliteration.**  **I can describe how words and phrases create rhythm and meaning.**  **I can closely read complex grade level texts.**  **I can reread a text to find more information or clarify ideas.**  **I can use reading strategies to help me understand difficult and complex texts.** | |
| **Essential Questions**  **Why does it matter?**  **What makes a great story?**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** | |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **Weather Things; Weather Start: The Sun, Heat and Air video (15 minutes)** [**www.weatherthings.com**](http://www.weatherthings.com) **(How meteorologists use tools to measure wind**  **speed and direction)**  **Weather Things; Weather Start: Storms (15 minutes) (**[**http://weatherthings.com/TeacherVideos.html**](http://weatherthings.com/TeacherVideos.html)**) (Compare and contrast different storms, impact on society)**  **Weather WizKids (**[**www.weatherwizkids.com/weather-tornado.htm**](http://www.weatherwizkids.com/weather-tornado.htm)**) Tornadoes, Temperature, Wind sections**  **Study Jams: Weather and Climate; Air Pressure and Wind** [**http://studyjams.scholastic.com/studyjams/jams/science/index.htm?topic\_id=wcWorld**](http://studyjams.scholastic.com/studyjams/jams/science/index.htm?topic_id=wcWorld)  **Book Online resource; Weather section**  **Brain Pop videos on Tornadoes and Wind** [**www.brainpop.com**](http://www.brainpop.com) | | | **Standards**  **2.E.1: Understand patterns of weather and factors that affect weather.** | | | | **“I Can” Statements**  **I can describe wind patterns and different weather patterns.** | |
| **Essential Questions**  **How can wind direction and wind speed affect weather patterns?** | |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | **Tier Three ELA Words**  Topic, main idea, focus | | | | | |
| **WEEK 3** | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | | **Comprehension Tool Kit Lessons**  **Book 5; Determine Importance, Lesson 16 “Figure Out What’s Important”**   * **Use “Snowflake Bentley” by Jacqueline Briggs Martin and Mary Azarian**   **Book 5; Determine Importance, Lesson 17 “Paraphrase Information”**   * **Use “Clouds” pg. 44-45 from Toolkit Texts: Short Nonfiction for Guided and Independent Practice** * **“Crackle, Flash and Boom!” pg. 43 from Toolkit Texts** | | | **Standards**  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.  **W.2.7:** Participate in shared research and writing projects.  **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | | | **“I Can” Statements**  **I can define the topic or main idea (who or what the text is mostly about).**  **I can determine the topic or main idea of a text.**  **I can explain the focus (big idea) of each paragraph in a text.** | |
| **Essential Questions**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** | |
| **Jan Richardson Strategies**  **In fiction literature, use S-W-B-S (pg. 221), VIP (Very Important Part) pg. 215 and Five Finger Retell (pg. 164).**  **In informational texts, use key words/summary (pg. 222).** | | | **Standards**  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.  **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | | | **“I Can” Statements**  **I can retell the text using the five finger retell or SWBS.**  **I can closely read complex grade level texts.**  **I can reread a text to find more information or clarify ideas.**  **I can use reading strategies to help me understand difficult and complex texts.** | |
| **Essential Questions**  **Why does it matter? What makes a story a great story?**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** | |
| **Other Whole Group Reading Learning Experiences**  **“Interactive Read Alouds” by Linda Hoyt, pages 107-110**   * **Main Idea Focus: “Snowflake Bentley” by Jacqueline Briggs Martin and Mary Azarian** | | | **Standards**  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.  **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | | | **“I Can” Statements**  **I can closely read complex grade level texts.**  **I can reread a text to find more information or clarify ideas.** | |
| **Essential Questions**  **Why does it matter? What makes a story a great story?**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** | |
| **Writer’s Workshop** | | **Resource:**  **Poetry: Powerful Thoughts in Tiny Packages (16 sessions)**  **Second Grade Poetry Unit** [**http://www.monroe.k12.mi.us/files/5768/Microsoft%20Word%20-%20Poetry%20Unit%20-%202.pdf**](http://www.monroe.k12.mi.us/files/5768/Microsoft%20Word%20-%20Poetry%20Unit%20-%202.pdf) | | | **Standards**  **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song. | | | **“I Can” Statements**  **I can identify words and phrases that create a beat in a poem or song.**  **I can identify the words and phrases that create alliteration.**  **I can describe how words and phrases create rhythm and meaning.**  **I can closely read complex grade level texts.**  **I can reread a text to find more information or clarify ideas.**  **I can use reading strategies to help me understand difficult and complex texts.** | |
| **Essential Questions**  **Why does it matter?**  **What makes a great story?**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** | |
| **Social Studies/Science**  **Content Integration** | | **Suggested Lessons:**  **Study Jams: Weather & Climate: Clouds and Precipitation** [**http://studyjams.scholastic.com/studyjams/jams/science/index.htm?topic\_id=wc**](http://studyjams.scholastic.com/studyjams/jams/science/index.htm?topic_id=wc)  **Brain Pop videos on Weather and Water Cycle** [**www.brainpop.com**](http://www.brainpop.com) | | | **Standards**  **2.E.1: Understand patterns of weather and factors that affect weather.** | | | **“I Can” Statements**  **I can identify and describe different types of precipitation.** | |
| **Essential Questions**  **What are different types of precipitation?**  **What clues in the environment determine the type of precipitation which will fall?** | |
| **Vocabulary** | | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | | | **Tier Three ELA Words**  Topic, main idea, focus, paraphrase | | | | |

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| **WEEK 4** | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  **Book 5; Determine Importance: Lesson 18, “Organize Your Thinking as You Read”**   * **“Measuring the Weather” by Marc Brodfuehrer on Follet Shelf e-book collection.** * **Optional: Utilize alternative nonfiction weather related texts as available** | **Standards**  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.  **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | **“I Can” Statements**  **I can define the topic or main idea (who or what the text is mostly about).**  **I can determine the topic or main idea of a text.**  **I can explain the focus (big idea) of each paragraph in a text.** |
| **Essential Questions**  **Why does it matter? What makes a story a great story?**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** |
| **Jan Richardson Strategies**  **In fiction literature, use S-W-B-S (pg. 221), VIP (Very Important Part) pg. 215 and Five Finger Retell (pg. 164).**  **In informational texts, use key words/summary (pg. 222).** | **Standards**  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.  **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | **“I Can” Statements**  **I can retell the text using the five finger retell or SWBS.**  **I can closely read complex grade level texts.**  **I can reread a text to find more information or clarify ideas.**  **I can use reading strategies to help me understand difficult and complex texts.** |
| **Essential Questions**  **Why does it matter? What makes a story a great story?**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** |
| **Other Whole Group Reading Learning Experiences**  **Linda Hoyt’s Interactive Read Alouds 2-3: Comprehension Interpret Through Performance: Snow by Uri Shulevitz pg. 25 – 28** | **Standards**  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.  **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | **“I Can” Statements**  **I can closely read complex grade level texts.**  **I can reread a text to find more information or clarify ideas.**  **I can use reading strategies to help me understand difficult and complex texts.** |
| **Essential Questions**  **Why does it matter? What makes a story a great story?**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** |
| **Writer’s Workshop** | **Resource:**  **Second Grade Poetry Unit** [**http://www.monroe.k12.mi.us/files/5768/Microsoft%20Word%20-%20Poetry%20Unit%20-%202.pdf**](http://www.monroe.k12.mi.us/files/5768/Microsoft%20Word%20-%20Poetry%20Unit%20-%202.pdf) | **Standards**  **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song. | **“I Can” Statements**  **I can identify words and phrases that create a beat in a poem or song.**  **I can identify the words and phrases that create alliteration.**  **I can describe how words and phrases create rhythm and meaning.**  **I can closely read complex grade level texts.**  **I can reread a text to find more information or clarify ideas.**  **I can use reading strategies to help me understand difficult and complex texts.** |
| **Essential Questions**  **Why does it matter?**  **What makes a great story?**  **What do good readers do?**  **Am I clear about what I just read? How do I know?** |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  **United Streaming; “Weather Start: Sun, Heat, Air, Wind”**   * **“Meteorologists and Wind Tools” clip**   **TASC kit (Air) activities** | **Standards**  **2.E.1: Understand patterns of weather and factors that affect weather.**  **2.E.1.4: Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons.** | **“I Can” Statements**  **I can identify and describe the tools a meteorologists uses to measure weather.** |
| **Essential Questions**  **How can I measure wind speed, precipitation and temperature?** |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks | **Tier Three ELA Words**  Topic, main idea, focus, paraphrase | |

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| **WEEK 5** |  |
| Performance Task | **Performance Task: Option: Choose one performance task from Unit 4 or 5 to complete.**  **Students will work in groups to create explanatory and informative based projects (posters, essays, Power Points, Prezi, etc.) based on weather related topics such as tornados and so on. Students will then create a poem based on their explanatory research project. After examining various types of poetry, students will chose one style to complete their poem on.** |

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| **Music and Art – Suggested Lessons for your Music and Art Teachers (Share these!)** |
| **Tie Dye Leaves (http://www.orls.org/crctt/first/redleaf.pdf),**  **Vivaldi “Four Seasons”** |